
Redefining the Land-Grant Mission: Semantics or Substance?

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It is a great honor to present this Second Annual James F. Patterson Land-Grant University Lecture and to talk about the great land-grant college tradition we are carrying forward today. From what I have read in the *Chronicle of Higher Education* and elsewhere, Mr. Patterson has been genuinely effective in making Ohio State a leader among land-grant universities.

I have spent almost forty years in higher education: as a student, as a faculty member, as a senior administrator in the fourth largest state-wide university system in the country, and now as a Vice President for Public Service and Outreach at a major flagship and land-grant university.

I have spoken often and with a great deal of pride about Justin Smith Morrill and his vision for higher education in this country. I have especially talked about the power of his vision and ideas related to economic growth and development in the Southeastern United States.

For me, Justin Smith Morrill's dream of extending higher education to the American people was more than an abstract idea and a vision.

As the son of a high school principal and grandson of a farmer and one of the few people in my rural community to go to college, I have lived Justin Morrill's dream of education and his desire to offer opportunities to a larger sector of the American people.

The Cooperative Extension Service and the United State's 4-H Clubs are two ways land-grant universities affected citizens in very remote and rural areas.

However successful we were earlier, it is imperative to change and redefine the land-grant university of the 21st century.

Changes for the 21st Century

Where are we at the University of Georgia concerning our discussions related to the land-grant university of the 21st century?

Over the past four years, the Office of the Vice President for Public Service and Outreach (OVPPSO) has been addressing the evolving definition of public service and outreach at the University of Georgia (UGA). We have looked for guidance from outside our university by reading extensively and engaging in dialogue with leaders in Georgia and across the United States. And we have looked at the changing context within UGA.

Currently, we are engaged in a strategic planning process. Our key objective in this self-examination process is to create a public service and outreach mission that responds to Georgia's 21st century needs. We hope that as we redefine that mission we will contribute to UGA's reflection on its role as *the* land-grant institution of Georgia and to our nation's thinking about the role of the university in contemporary society.

In our environmental scan, we have been strongly influenced by the writings of the Kellogg Commission on the Future of State and Land-Grant Universities, the National Forum on Higher Education for the Public Good, and those reflecting on the increasing importance of the scholarship of engagement. Key concepts from these sources that have framed our strategic planning include ideas that the land-grant university of the 21st century:

- Helps society by creating and applying new knowledge that addresses critical societal and community issues and needs.
- Addresses problems not only using technical and scientific knowledge but also by

applying knowledge of human behavior and motivation, complex social systems, and personal values.

- Embraces the scholarship of engagement for faculty. The scholarship of engagement “challenges faculty to view their work in addressing community needs as a means to connect and apply disciplinary expertise to needs that exist in the community and to integrate the lessons learned into their research and teaching” (Ward 2003). In other words, faculty integrate research on critical issues and extend those findings out to the community. Engagement helps faculty do better research.
- Operates under **Seven Guiding Principles**, as defined by the Kellogg Commission:
 1. **Responsiveness:** Are we responding and listening to our communities? Are we seeking new partners?
 2. **Respect for partners:** Do we demonstrate our respect for our partners by engaging them in a joint activity to define problems and think about solutions? I will describe just such an example.
 3. **Academic neutrality:** Can we maintain our academic neutrality so as to act as an honest broker and facilitator in areas that are socially, economically, or politically contentious?
 4. **Accessibility:** How much effort have we put into making sure that our complex and confusing institutions are accessible to outsiders?
 5. **Integration:** Can we find new ways of integrating our scholarship and learning missions with the engagement process?
 6. **Coordination:** Are our engagement efforts well coordinated? Does the left hand know what the right is doing?

7. **Resource Partnerships:** Have we developed sufficient resources to become fully engaged institutions? (Kellogg Commission, 2001)

Georgia’s Demographic Context

Several demographic, economic, and social factors make Georgia a unique state. But these factors also make comparing Georgia to the national average difficult and problematic.

Size. Georgia is not only a large state geographically – we rank 24th in land area – but we also have the 9th largest population of any state in the nation.

Rapid growth. During the decade of the 1990s, Georgia was the nation’s 6th fastest growing state on a percentage basis and the 4th fastest growing state on a numeric basis. Recent estimates show that this growth is continuing. Approximately 60 percent of the growth was from new people moving into the state, the majority from other Southeastern states.

Ethnicity. Georgia has the 5th largest number and 4th highest percentage of African Americans of any state. The state average is 28.7 percent compared to the U.S. average of 13 percent. In 2000, the U.S. Census Bureau reported that there were 2,249,542 African Americans in the state. Basically, Georgia is a black and white state, but pockets of diversity exist. Officially, Hispanics represent 5.3 percent of the population and number 435,227. Many demographers believe the number to be 13 percent or slightly more than a million. Asians account for 2.1 percent and number less than 173,170.

Distribution of minority populations. Georgia has 159 counties but minority populations are heavily concentrated in a few areas. For example, 53 percent of the African America population lives in seven counties (Fulton, DeKalb, Clayton, Gwinnett, Chatham, Richmond, and Cobb), 51 percent of the Hispanic population lives in four counties (Fulton, DeKalb, Gwinnett, and Cobb), and 54 percent of the Asian population lives in three counties (Fulton, DeKalb, and Gwinnett). It takes 16 counties to make up 50 percent of the white population.

Age distribution. With regard to age, Georgia is a young state. The reasons are:

- The large population growth from younger people in the child bearing years, and
- Blacks are younger than whites.

Median age of all Georgians	33.4 years
White Georgians	36.2 years
African-American Georgians	29.3 years

However, Georgia will have one of the nation's fastest growth rates for the elderly. New elderly residents are moving to the state from Florida.

Education. Georgia traditionally has had low educational attainment and income levels. In 2000, the adult population without a high school education was:

Total	21.4%
White	18.2%
African American	27.5%

Per capita income in Georgia is \$28,523, 25th nationally. The U.S. average is \$30,413. Sixty-on counties have a per capita income lower than Mississippi (\$21,653).

Redefining the Land-Grant Mission

After more than a decade of declining resources, changing demographics, evolving technologies, and emerging needs, the University of Georgia's Office of the Vice President for Public Service and Outreach (OVPPSO) is honing its image and mission to become more responsive to the people of Georgia, more efficient in delivery of its services, more self-sustaining as an organization, more prepared to meet future challenges, and more fully integrated throughout the mission of a tier one research land-grant university.

Since Fall 2003, the OVPPSO has led a strategic planning process for its units, which has resulted in identification of a mission, vision, goals, and strategies that will serve as the overarching framework for the work of the individual PSO units. A PSO strategic planning document is under development.

As part of our strategic planning process, a PSO performance measures task force deliberated and prepared a report for the vice president. That report suggests that institutional-level performance measures for demand, quality, productivity, and impact of public service and outreach programs be identified.

The plan also reinforces that OVPPSO work to realign campus resources to better address issues critical to the state, the nation, and the world. Campus resources include the talent and expertise of university faculty, students, and staff as well as fiscal resources.

Finally, while the plan embraces the specialized mission of UGA's Public Service and Outreach units, it also focuses on initiatives that address pressing needs for all Georgia's residents.

The OVPPSO's primary strategy for approaching the redefinition of the University's Service and Outreach mission has been to adopt an initiative-based approach to the resource realignment process. We are focusing on ways to link functions – functions that are not tied to organizational structure.

Our goal is to encourage teaching, research, and outreach activities that address five interconnected initiatives: poverty, Latinos, service-learning, globalization, and economic and community development. To stimulate work on these initiatives, two seed-grant programs were established in 2004 – one to support domestic and the other international projects. The first year, we awarded support for 18 projects aimed at developing long-term, sustainable domestic and international outreach activities.

The SEGUE (Scholarship of Engagement Grants for University Engagement) program encourages innovative, sustainable outreach activities that apply faculty expertise to community needs. The funded projects address issues related to strengthening the economic and social well-being of people living in Georgia and the Southeast and issues related to the changing demographic profile of Georgia and the Southeast, particularly the increasing Latino population. Many of the projects also included a service-learning component or other student involvement, collaborations among academic

and public service units, or partnerships with external organizations such as K-12 schools, nonprofit organizations, and state agencies.

The second seed grant – the IDEAS program (International Development Education Awards) – aims to stimulate internationalization of UGA and Georgia. Faculty and staff are encouraged to initiate promising new public service and outreach-oriented international projects. I have chosen to emphasize countries in Asia, Latin America and Africa.

Projects funded by the IDEAS grants prepare UGA faculty, staff and students to compete in a global society and empower Georgia's communities and businesses to prosper in a rapidly changing global society.

A New Approach to Service Delivery

But all is not rosy. I'll speak specifically about Georgia, but some trends are national. First, there is the economy and the new financial reality of how universities operate.

Over the past two fiscal years, direct funding to the University of Georgia from the state has decreased by some \$50 million dollars while enrollment has increased by around 1,400 students. We are asked not only to do more with less but also to go forth and find funding for outreach initiatives.

Outreach leaders have to become comfortable and competent fundraisers — a role that until now has been foreign to many, who like me have been a part of higher education for nearly 40 years. Suffice it to say, we are getting used to the idea that the entrepreneurial spirit we encourage in our students applies to administrators as well.

In terms of realigning our resources within the university, we must look for places where we can create a synergy of talents and services and goals of the university.

I continually caution against doing the wrong things better. The new economic universe demands that we are more streamlined across our organizational boundaries and that we work in ways that are mutually beneficial. An example of genuine analysis of how to deliver services better at UGA is the review of Extension delivery that occurred in January this year.

Review of Extension Delivery

The UGA College of Agriculture and Environmental Sciences along with the College of Family and Consumer Sciences, Forest Resources, and Public Service and Outreach hosted a two-day retreat to talk about how to improve service delivery to Georgians by linking resources through collaboration rather than reorganization.

One guiding principle of the retreat was: one size will not fit all. In other words, the relationships of these groups will change and improve over time, but no extension agent or specialist will be pushed to do things that do not fit the needs of their community or clients.

What emerged from the meeting was a new model for service delivery called "The Archway" concept, which combines traditional Extension activities with the delivery of economic and community development services. I will talk more about the status that project later.

We started a strategic planning process in FY 04 and identified a number of key issues that needed to be addressed. One issue was how does Public Service and Outreach, in partnership with other UGA entities and external resources, improve its capacity to address community and economic development needs of Georgia. In fact, PSO has a long and successful history of addressing those needs and many faculty and staff have been recognized both within the state and nationally for their efforts in this area.

Yet, based upon many community and economic development indicators for Georgia and the number of requests for technical assistance and research that many UGA units continue to receive, much work still remains to be done.

So, in October 2004, a work group was charged by the VPPSO to research the strategic question: "How do we (PSO) improve our capacity to respond to the community and economic development needs of Georgia's communities within the mission and goals of UGA and within our current resource considerations?"

- The work group interviewed more than 70 individuals including faculty, staff and

administrators from the units that report to PSO, colleges and schools with strong outreach activities, the Cooperative Extension Service, UGA's Economic Development Council, and key external constituents.

- Based on the work group's findings and recommendations, a plan to realign PSO's community and economic development function was announced and a transition team was appointed to spearhead the re-alignment process.

While PSO was evaluating ways to enhance its capacity to meet the community and economic development needs of Georgia communities, UGA's Cooperative Extension Service (CES) was undergoing a similar reevaluation process and was examining its business and service delivery systems. That process included site visits to other land-grant institutions and profit and non-profit organizations delivering programs similar to those offered by Extension.

In this review process, CES developed the idea of establishing an "Archway County" to pilot a new delivery system where one county or city would be the site for linking multiple UGA public service and outreach resources, including CES. The concept is not restricted to major cities in the state, but could be established in a county within a cluster of very rural counties.

The "Archway" county would provide office space and video conferencing support, would receive funding from surrounding counties in the region, would be supported by the university through the Office of the Vice President for Public Service and Outreach, and would help Public Service and Outreach units connect to local communities.

"Archway" programs also would provide access to programs and resources not currently available through the traditional Cooperative Extension Service's program areas.

Since the Office of Public Service and Outreach and the Cooperative Extension Service are UGA's primary outreach units, and are committed to developing a major partnership with each other to benefit of Georgia citizens, it

made sense for both units to pilot the "Archway" concept together.

Initial discussions between my office, and the Associate Dean for the Cooperative Extension Service in the College of Agricultural and Environmental Science led to an agreement and partnership that initiated a pilot project in Moultrie, Ga., which is in Colquitt County in the Southwestern region of the state near the Georgia-Florida border.

Colquitt County was ideal because it had the necessary elements of:

- (a) **Need:** of Sanderson Farms, a company that produces and processes chicken and had more than \$1 billion in sales last year, to establish a production agricultural facility that would create 1,500 new jobs;
- (b) **Interest:** at many levels of state government, for successful economic development activities in Moultrie, Colquitt County;
- (c) **Desire:** of the community to expand access to university resources beyond those provided by the CES. Historically Moultrie/Colquitt County and the University of Georgia have established strong and credible relationships with the agricultural community; and
- (d) **Match:** of what appeared were their needs and what the University could offer to assist with the county's problems.

The Process

March 11, 2005: Community leaders from Colquitt County and representatives from UGA's Cooperative Extension Service (CES) and the Office for Public Service and Outreach attended a community issues and needs meeting at the county's Agriculture Center. The format was a facilitated "listening session" that identified areas of concern for Colquitt County citizens, including:

- Need for more worker housing;
- Enrollment in the school system;
- Preservation of neighborhood schools;
- Land-use planning and zoning;
- Blighted neighborhoods;

- Traffic congestion in roads and main arteries;
- Consumption of water and disposal of waste water; and
- The needs of the increasing Latino population including healthcare, housing, food safety, childcare, and after school care.

PSO is a conduit for all of these services.

March 11 – April 13, 2005: Informal meetings with Public Service Outreach and Cooperative Extension Service, UGA and Colquitt County, and UGA and Georgia Department of Community Affairs set the stage to respond to community concerns as well as put the resources in place to make the concept and pilot a reality.

April 14, 2005: A follow-up design meeting was held at UGA on April 14. The meeting included individuals from various units, departments and colleges including the College of Agriculture and Environmental Sciences, Agricultural Engineering, College of Education, Center for Latino Achievement and Success in Education (CLASE), League of Professional Schools, Partnership for Community Learning Center, College of Environment and Design, School of Environmental Design, Carl Vinson Institute of Government, Fanning Institute for Leadership, Family and Consumer Sciences, and the Office of International Public Service and Outreach.

May 6, 2005: An expanded group of Moultrie/Colquitt County leaders as well as representatives from UGA, and the Georgia Department of Community Affairs attended a second community meeting at the Agricultural Center in Moultrie, Colquitt County.

“White Papers” written faculty from the College of Family and Consumer Sciences, College of the Environment and Design, Carl Vinson Institute of Government, College of Education and the College of Agricultural and Environmental Sciences identified possible resources that could be applied to the concerns that had been identified.

As a result of this meeting and additional discussions between the leadership of Public

Service and Outreach, Extension, and local leaders, several important steps have been taken.

- All parties have committed to make this effort successful.
- A plan has been developed to start the pilot project.
- All parties have agreed to share equally in the cost of an on-site manager for the project for two years.
- A project coordinator from UGA’s Carl Vinson Institute of Government has been selected to oversee the project, facilitate issue identification and broker resources from the UGA campus. He is expected to be fully on board by July 1 and has begun the transition to be housed at the Colquitt County Extension Office.
- An organizational framework has been adopted.
- PSO units will assist the community with best practices, local public policy, training and instruction, and community decision-making.
- Preliminary discussions already have identified methods to address citizen concerns such as developing service-learning opportunities, training and instruction, sharing research and best practices, and technical assistance.

The Archway Concept is an example of successfully realigning and redefining our service efforts in response to changing societal needs and demands.

UGA’s Initiative-Based Approach

My office oversees seven units at UGA with historic public service missions. These units include:

- *The Carl Vinson Institute of Government*, which works with government officials, educators, and private citizens in Georgia, other states, and other nations to improve government policy-making and administration based on democratic principles;

- *Small Business Development Center*, a business assistance provider for the U.S. Small Business Administration, which offers a wide range of educational opportunities to small-business owners, potential entrepreneurs, and community leadership organizations throughout the state;
- *The J.W. Fanning Institute for Leadership*, which serves people who desire to develop leadership within themselves and others;
- *The Georgia Center for Continuing Education* (the second Kellogg Center in the nation), which provides university-level lifelong learning and professional education;
- *The Marine Extension Service*, which works to increase the efficiency of existing marine industries, to identify new industries that do not harm the environment, and to increase public awareness and understanding of coastal ecosystems;
- *The State Botanical Garden of Georgia*, which acquires and disseminates botanical and horticultural knowledge to foster appreciation, understanding, and stewardship of plants and nature through research, collections and displays, horticultural gardens, educational programs, and special events; and
- *International Public Service and Outreach*, which encourages a broader vision and understanding of the increasingly interdependent world by involving UGA students and faculty in public service and outreach-oriented international programs primarily in Latin America, Asia and Africa.

While it is important for these units to address their historic missions, it is also important that their work reflects current realities in Georgia related to the economy and to demographic shifts demographics. The units also need to be involved in preparing UGA students for a lifetime of service.

The primary strategy for approaching the realignment of our outreach resources has been

to adopt an initiative-based approach that encourages teaching, research, and outreach activities in five interconnected areas: Latinos, poverty and the economy, service-learning, internationalization and globalization, and community and economic development.

THE LATINO INITIATIVE

The first initiative my office developed addresses needs related to the state's Latino population growth. Georgia's Latino population grew nearly 300 percent in 10 years and is expected to total about one million by 2007. This growth has consequences for higher education and K-12 education and all aspects of our lives in the state of Georgia.

Latinos have encountered many challenges as they become a part of Georgia's society and economy. My office developed the Latino Initiative to address those challenges and to encourage teaching, research, and outreach activities that focus on issues related to Latinos living, working, and contributing to the well-being of the Southeast.

In July 2001, we hosted a two-day conference for educators, community leaders, and professionals. "The Power of Latinos for a Stronger Georgia" conference explored topics such as ways to improve services for Latinos and how to help Latinos prepare for post-secondary education.

In fall 2003, we established a Latino Advisory Board comprised of faculty, staff, students, and campus administrators that meets regularly to identify teaching, research, and outreach activities that will advance this initiative at UGA. The Advisory Board represents a cross-section many units on campus. The board has been an excellent vehicle for communicating across units on a specific topic, for networking, for building partnerships and collaborations across disciplines, and for providing vision and direction to the Latino Initiative. The board has suggested that we focus on preparing Latino youth for post-secondary education.

The direction provided by our campus Advisory Board has spurred me to form an External Latino Advisory Council that includes leaders from across Georgia. This group will

serve as boundary monitors for UGA as we work to determine the best teaching, research, and outreach programs that can assist in creating a pipeline of Latino youth who complete high school and continue on to college.

So, we have elected to focus our efforts on youth development as the overarching theme for our Latino Initiative.

For example, this summer we are funding a “Steps to College” program for Latino high school students. The program is being piloted by students from Gwinnett County, Ga., and brings together the UGA’s Office of the Vice President for Public Service and Outreach in partnership with UGA’s Center for Latino Achievement and Success in Education (CLASE), the Gwinnett County School District, the Gwinnett University Center (GUC), and the Hispanic Scholarship Fund.

Gwinnett County, Ga., is just east of Atlanta and has the state’s largest and most diverse school system. The county has experienced a 500 percent increase in the number of Latino K-12 students between 1995 and 2005.

The extraordinary growth in the Hispanic school-age population coupled with a high Hispanic dropout rate and increasing poverty among Gwinnett K-12 students makes the county a prime location to pilot a program that aims to improve Hispanic educational attainment. Steps to College will not only help serve the educational needs of the state’s largest and fastest growing Hispanic population, but will assist with securing Georgia’s economic future and workforce needs.

Gwinnett County has one of the state’s highest dropout rates for Hispanic students. This high dropout rate is particularly troubling given that educational attainment is positively correlated with future higher individual earnings, which in turn translates into greater economic returns for the state.

We also support programs for educators working with Latino students. In June 2004, International Public Service and Outreach co-sponsored and coordinated a two-week, cross-cultural seminar in Costa Rica for a diverse group of educators. The seminar’s goal was to help educators, teachers and extension agents better understand and work more effectively

with Latino students. It was sponsored by the Center for Latino Achievement and Success in Education (CLASE), the Cooperative Extension Service, and the Vice President for Public Service and Outreach.

POVERTY AND THE ECONOMY INITIATIVE

The second initiative addresses Poverty and the Economy.

In 2002, through a federal appropriation sponsored by then Senator Zell Miller, UGA completed and published a comprehensive analysis of persistent poverty in seven Southeastern states (*Study on Persistent Poverty in the South*). The study concludes that 242 counties across the Southern region have experienced poverty rates in the nation’s top two quartiles over the last three census periods. At the heart of the region is Georgia with 91 of the 159 counties located within the poverty belt.

Conducting the study initiated a compelling need on the part of UGA faculty and administration to pursue a university-supported, on-campus initiative.

In 2003, the Office of the Vice President for Public Service and Outreach established the Initiative on Poverty and the Economy. The Initiative aims to create sustainable activities across multiple disciplines that address issues of persistent poverty. Those activities include conducting research on personal and community factors that contribute to poverty, providing technical assistance to communities engaged in poverty reduction, teaching courses on poverty and related social phenomena, and developing public policy that addresses the issues of the poor.

Reflective of the campus-wide support for this initiative, the work program is overseen by a Coordinating Council comprised of the deans and directors of various schools and colleges at UGA, including Family and Consumer Sciences, the Cooperative Extension Service, Social Work, Public Health, Education, Public and International Affairs, and the Carl Vinson Institute of Government. The Coordinating Council serves as a bridge between scholarly research and public policy that is intended to ameliorate the factors and consequences associated with persistent poverty.

To that end, a Poverty Research Grants Program has been established through the University of Georgia's Research Foundation. This program encourages faculty research projects that build on the understanding the public policy barriers that inhibit or limit a person's ability to participate fully in the economy and build personal wealth.

Additionally, the program places a premium on creative scholarship and applied research that reflects collaboration across academic and service units, thereby helping UGA address poverty through its land-grant mission of teaching, research, and service. The program will provide \$300,000 in "seed" funding for poverty research by UGA faculty over the next three years.

In addition to the Poverty Research Grants Program, UGA's Initiative on Poverty and the Economy is partnering with the Georgia Department of Community Affairs (DCA) to develop new ways to evaluate Georgia communities. The simplistic notion that poverty and the conditions associated with it are the same for every city and county does not account for the unique sets of prospects and problems facing this state's communities. A new way of understanding the needs and demands of communities beyond geopolitical boundaries is needed.

The partnership between UGA and DCA will develop a framework that will facilitate targeted policy initiatives and focused community support. The intended outcome of the UGA-State Department of Community Affairs (DCA) partnership is three-fold:

- 1) Develop incentives that reward communities for taking on the issue of persistent poverty;
- 2) Provide community leaders with a tool that can be used to better understand the relationship between local social conditions and economic/community prosperity; and
- 3) Identify public policy initiatives that can foster community vibrancy.

SERVICE-LEARNING INITIATIVE

The third initiative is one that Ohio State and many universities have now, a Service-Learning Initiative.

This initiative aims to increase campus-wide support for service-learning, which is participatory learning through organized service experiences that address community needs through a collaborative process between the university and community.

Service learning is distinguished from community service in that a service-learning experience links community service to a student's academic studies.

Students are required to reflect, usually in writing assignments, about how the community service has had an impact on the student's understanding of an academic subject and on the student's development as an engaged citizen.

In fact, I would like to return to James Patterson, for whom this lectureship is named, and to a comment he made to the Ohio State Alumni Association about service-learning. He said, "Good citizenship stems from involvement and from setting an example."

My office and the Office of the Vice President for Instruction are collaborating on UGA's service-learning initiative. Over the last two years, we have jointly supported a Service-Learning Interest Group housed in the Office of Instructional Development (OISD). This included development of a Web site and listserv for UGA faculty, students, and staff. The group, which meets regularly, is open to all interested faculty members, students, and staff.

In January of this year, we hosted the Annual Public Service and Outreach Conference for university faculty, students, and staff on the topic of service-learning: *Service-Learning: Linking Academic Study, Civic Engagement, and Scholarship*.

I am pleased to announce that UGA will create an Office of Service-Learning on July 1, 2005. The purpose of the office will be to increase service-learning opportunities on campus. The office will assist faculty who want to incorporate academic service-learning into their courses, serve as a focal point of information for students seeking engagement through service-learning, and work with community groups to establish functioning service-learning connections.

The new Office of Service-Learning will be funded on an equal and joint basis by the Office

of the Vice President for Instruction and the Office of the Vice President for Public Service and Outreach.

One example of service-learning relates to our internationalization and globalization initiative. Last spring undergraduate interns majoring in international business and public affairs presented portfolios containing detailed import/export information to a delegation of eight entrepreneurs and trade representatives from Kenya.

This visit was the first phase of U.S.- Africa Trade: Finding Markets for East African Entrepreneurs, a two-year grant-funded project from the U.S. State Department to the Office of International Public Service and Outreach (IPSO) intended to strengthen trade between the U.S. and East Africa. Other collaborating units include the International Trade Division of SBDC and faculty from the African Studies Institute, both PSO units.

This year, my office will focus on cultivating global service-learning opportunities for faculty and staff. I would like to target developing counties including Thailand, China, East Africa, and Mexico. We will support delegations of faculty to work with universities in these countries to create programs, or will help existing study abroad programs enrich their curricula with service-learning experiences.

Which leads me to our fourth initiative.

INTERNATIONALIZATION AND GLOBALIZATION INITIATIVE

The fourth initiative is Internationalization and Globalization.

I lived for four years in East Asia: two years in Tainan, Taiwan, and two years in Bangkok, Thailand. This time abroad gave me a profound and deep understanding of global interactions and how they affect our political, social, and economic relationships with other nations.

Therefore, I am very interested in UGA's Public Service and Outreach serving as a platform for students to study abroad in countries in Latin America, Asia, and Africa. Also, a major focus of UGA's Strategic Plan is that UGA students and faculty be prepared to

participate in and contribute to an increasingly interconnected global society.

The goal of the Internationalization and Globalization Initiative is to continue to increase the number of international service-learning opportunities for students, to increase the number of other types of international programs, and to develop linkages with foreign universities and governments.

The Office of International Public Service and Outreach (IPSO) engaged in a wide variety of international and global programs and activities in 2004 including the following:

- In March 2004, USAID Mexico awarded UGA a project entitled "University of Veracruz – University of Georgia: A Partnership for Rural Economic, Educational and Human Capital Development." The three-year project will provide a comprehensive program for Master's level training, curriculum development, and collaborative and applied research in agricultural diversification, and outreach programming in rural Veracruz. University partners include the Department of Agricultural and Applied Economics, Food Science and Technology, College of Education, Family and Consumer Sciences, the Institute of Higher Education, and the International Trade Division of Business Outreach Services. In the summer 2004, the University of Veracruz established a selection committee and nominated seven candidates for scholarships.
- The International Center for Democratic Governance (ICDG), a unit within the Carl Vinson Institute of Government, engaged in a wide variety of international / global programs and activities in 2004 including the following:
 - In June 2004, the ICDG provided government training programs in Beijing and Nanchang, China. I will travel to both locations in two weeks for graduation ceremonies. In each location, six courses were provided on variety of topics including human resource

management, policy analysis, emergency and crisis management, leadership, public participation in governance, and an introduction to American government and public administration. The training program in each city lasted three weeks and was attended by twenty students in each location. The programs include faculty from academic departments (such as public administration), and practitioners (such as professionals with the Association of County Commissioners (ACCG) and Georgia Municipal Association (GMA)

- The ICDG celebrated the fifth anniversary of its joint training program with China's Beijing Administrative College in November 2004. In the past five years, more than 100 civil servants from Beijing participated in the annual instructional experience, which includes four weeks of public administration-related classes followed by a two-week visit to the United States.

COMMUNITY AND ECONOMIC DEVELOPMENT INITIATIVE

The final initiative at Georgia focuses on Community and Economic Development.

We have a number of public service units that have a strong history of community development programs, as well as activities by faculty in the various schools and colleges, and cooperative extension. Our challenge, however, has been how to have these activities flow as a connected and unified University of Georgia response to community needs. For the public service units such as the Institute of Government, the Institute for Leadership Development, and the Small Business Development Center, we realized through our strategic planning process for all of PSO that it would require a realignment of human and fiscal resources.

But as I'm sure each of you has experienced, such realignments can pull people apart and create hard feelings. What I will outline next is

the public, overt process that has worked for us thus far.

Chronology of the Realignment Process

The need for change. It began with a need. UGA and PSO have always supported community and economic development in Georgia. In spite all of the work and accomplishments, there was still much to be done but the environment was changing and our relationship with key state agencies and organizations related to community and economic development was changing.

Guiding principles for change. When we began the process I thought we should learn from the best examples of organizational change, especially in higher education. Those were shared with faculty in previous meetings. The first is:

- Any change would be built upon the needs of the state and the University that matched best with organizational strengths. We did not begin with an attitude of "fixing things that are broken."
- The process was focused on an **alignment**, rather than **reorganization**. The difference in those two terms for me is that we are looking for better natural fits rather than reorganizing all of PSO.
- To the degree possible, the process was voluntary. We would build capacity with those who were willing and excited about taking on that challenge. (I am pleased to say that 26 of 28 faculty volunteered to participate in this effort.)
- We would proceed with a spirit of conditionality: We would move from one step to the next only when we had met the conditions sufficient to make that next step. (Again, I am proud to say that faculty contributed to meeting those conditions faster than any of our initial estimates suggested.)

Step 1: Interviews. I asked a small team from my office to interview faculty, staff, deans and other internal partners to identify our current relative strengths and weaknesses in community

and economic development and ways to increase our capacity. They conducted those interviews in October and November of last year.

Step 2: Initial models and discussions with faculty and staff. Those interviews led to more than 50 pages of interview notes and a series of models, which were discussed at two subsequent faculty meetings. At the conclusion of that meeting, 26 of the 28 faculty and staff present encouraged us to continue and were positive toward the proposed changes. In April, we also met with all the staff from the four units to discuss the change.

Step 3: Meetings with selected external stakeholders. As the direction of the realignment became clearer, I met with selected state leaders to alert them to our process and possibilities. I also asked for their assistance in reviewing and commenting on more specific plans as they emerged. Again, I received the most positive responses about the role of the University of Georgia and PSO in community and economic development in the state.

I also had the chance to meet with local leaders in two areas of the state who were seeking help from their local county Extension agents in areas outside the traditional role of the agents and the Cooperative Extension Service. They were also very positive about the possibilities an expanded capacity in community and economic development that could support local Extension education and technical assistance.

Step 4: Creating the Implementation Team. In February, I appointed an Implementation Team and directed them to use the logical and beneficial elements of those models, based upon faculty discussions, and begin to create options for implementation. They presented those options to me on April 12 for review and decisions.

Final Decisions

1. **Budget.** Effective July 1, 2005, a member of my immediate staff will oversee the merging of the CRD-CVIOG, Persistent Poverty and Fanning Institute budgets into one budget. The current part of the SBDC budget that

supports Business Outreach Services will be turned into a multi-year contract between SBDC and the new unit.

2. **Personnel.** The transfer of all personnel management in the four units just mentioned to the new unit is effective July 1, 2005. Every individual (except one person who has taken a new job) has volunteered to make the move.
3. **Location.** By July 1, 2005, all the members of this new unit will be located in the Fanning Building, located near the Georgia Center and my office.
4. **Leadership.** There was universal agreement to conduct a national search for the new director of this new unit. That process will begin immediately with a goal of completing that search in 6 to 9 months. From now until July 1, 2005, the current leadership of the four units will continue to provide day-to-day management and supervision. Effective July 1, the Transition Leadership Team will handle the day-to-day management and supervision of the new unit until a new director is named.
5. **Name.** Effective July 1, the new unit will be known as “The Fanning Institute” and will drop “for Leadership Development” from the current name. We think that preserves both the tradition of UGA’s focus on community, economic, and leadership development and the connections to J.W. Fanning.

Next Steps

- 1) **Creation of Work Groups:** to address the usual tasks associated with such a transition. The Transition Leadership Team invited faculty and staff to serve on one or more of the following work groups.
 - a) **Retreat Planning:** plan a retreat for the new unit in late May or early June to define vision, mission, culture, and scope of the new unit.)

- b) *IT and Telecommunications*: develop a plan to merge IT and telecommunications, create a new Web page, email addresses, etc.
- c) *Moving Coordination*: representatives of all the units involved will identify moving steps, timeline and other logistics of the physical move.
- d) *Policies and Procedures*: merge policies and procedures of four units into one set of policies and procedures.
- e) *Marketing and Communications*: identify changes in brochures, pamphlets, Web content for merged unit and design a public announcement process for the new unit.
- f) *Roles and Responsibilities*: begin identifying the roles and responsibilities for the new unit and compare to current capacity.

2) *Budget Changes*

There has been a long history of support by public service to the various schools and

colleges. Over the years, however, funding to these units became disconnected from its original purposes. In the last two years, we have pulled back on this type of “automatic” funding support of the schools and colleges. Support, however, is flowing back to these units through small grants (tied to our initiatives) and to specific projects where faculty can demonstrate their commitment to the scholarship of engagement. Thus, today, engagement tied to our initiatives is the guiding principle for resource distribution to UGA’s 14 schools and colleges.

What have we learned in the process?

1. Change is difficult;
2. It must be driven by need;
3. The process must be transparent and open;
4. There is need for top down and bottom up support; and
5. Geopolitical issues must be considered.

Our overall goal in this process has been to reflect an outreach mission, vision, structure, policies, and practices for issues faced by a land-grant university of the 21st century.

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